

# The Principal Transformational Leadership Styles and Their Effects on Teachers' Motivation

Phyu Thet Wai\*, Thanawan Phongsatha

Received: June 7, 2024. Revised: June 28, 2023. Accepted: June 28, 2024.

## Abstract

**Purpose:** The purpose of this paper is to identify the factors of principal transformational leadership styles effect on the level of teachers' motivation in Private Institutes at Yangon Region. The research objectives were to examine the levels of principal transformational leadership style including idealized influence, inspirational motivation, intellectual stimulation and individualized consideration, teachers' motivation and identify the factors of principal transformational leadership styles effect on the level of teachers' motivation. The survey questionnaire was applied for data collection with 36 teachers from 3 private institutes participated as the respondents. Multiple Linear Regression was applied for data analysis. The results revealed that a transformational leadership has statistically significant influence on teachers' motivation. The individualized influence was the strongest influence which was accounted for 39.3% of the variance in the teacher's motivation and it was statistically significant at  $p < .001$  with the Beta value of .701. In conclusion, this study recommends that principals should focus on individualized consideration factor that enhance the level of teachers' motivation to increase effectiveness of private institutions at Yangon Region, Myanmar. The research results might be applied to school to promote utilization of transformational leadership such as coaching and mentoring since these could increase teachers' motivation.

**Keywords:** Principal, Principals' transformational leadership, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration, teachers' motivation, teachers, private institutes

## 1. Introduction

### 1.1 Background of the Study

Leadership and motivation are inseparable (LeTellier, 2006). Leadership is the process of motivating a group of people towards the realization of a common objective (Abdullah et al., 2019). LeTellier (2006), mentioned that school leaders employ motivation to upgrade the efficiency of classroom and school organization. They establish motivational variables in the school and classroom context, and even in the community to ensure continuous school improvement. Principal leadership has been identified as a critical management skill to motivate a group of people

towards the attainment of a common goal (Bello et al., 2016). Principals are those who ensure effectiveness and educational change (Cheng & Townsend, 2000). Principal supportive leadership is instrumental in reducing teacher anxiety, isolation, frustration and regulating staff behaviors (Ackah-Jnr, 2018). Ackah-Jnr (2018) believes that motivation plays a key role in leadership and asserts that teachers need "extra motivation".

The motivation, job satisfaction, and performance of teachers is affected by the kind of leadership style that is in place at work (Kiboss & Jemiryott, 2014). Principals who adopt a type of leadership style that provide support for teachers will contribute to the effectiveness of the school (Erani & Özbilen, 2017). Wasserman et al. (2016) who examined the relationship between principal leadership style

<sup>1</sup>\*Phyu Thet Wai, Parami University. Email: whiteptw.phyu@gmail.com  
<sup>2</sup> Thanawan Phongsatha, Program Director, Assumption University, Thailand. Email: thanawanphn@au.edu

© Copyright: The Author(s)

This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>) which permits unrestricted noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

and teacher motivation concluded that principal leadership style has an impact on the motivation of teachers, and how they perceive the teaching profession. Leadership should be transformative to survive in complex environment (Balyer & Oezcan, 2012). There is a need to maintain transformational leadership among principals (Haj & Jubran, 2016).

## 1.2 Statement of the Problem

Leadership is described as the ability to enlist, mobilize, and motivate others to apply their abilities resources in a given cause (Eyal & Roth, 2011). The leadership style of the principal of the school has an impact on the teachers in their work in general and the teacher's perception of the teaching profession in particular. The effective educational leader is one who has the ability to enhance student learning through the motivation of teachers, staff and students (Hardman, 2011). Moreover, principals have a critical role in creating a positive and an open atmosphere for the teacher to be organized and goal oriented (Wasserman et al., 2016). The more the leader is attentive and answers the personal needs of the followers, the higher their motivation at work will be and this encourages them to solve the problems that arise and increases their participation (Gilbar, 2015).

Meanwhile, teachers are facing a variety of kinds of professional problem. Some of the teachers lacked commitment to their own progress. The majority of the teachers upheld the traditional work. They even lacked of good morale; some teachers refused to have behavior modify. Teachers could not participate to teach for the full session as normal hour. Some teachers did not consider in career and made a transition to another career. Teachers had no pride in the work which chose to join the early retire projects. The workload was also another reason. Teachers had too many special tasks to perform and teach too many lessons. Teachers did not have time to work and assist students individually. Teachers tended to purchase ready-made lesson plans accordingly. Teachers barely had motivation to teach for good outcome. Moreover, teachers' actions and behaviors are related to their beliefs, perceptions, assumptions and motivational levels. Teacher motivation refers to a teacher's desire and attitude to work and participate in pedagogical processes within the school environment (Gilbar, 2015). Therefore, teacher motivation is an important factor to ensure that the teachers do all they can, so that students receive the best outcomes. The motivation of teacher is very important as it directly affects the students.

Therefore, school principal can influence teacher motivation through increased levels of trust, shared decision-making, recognition, support and vision which are all characteristics of leadership. The present study aims at

bridging the gap between theories of transformational leadership and motivation. The impressive body of empirical research on leadership has extensively compared styles and models of leadership. Transformational leadership inspires individuals to exceed their expected behavior (Yukl, 1998). This type of leadership enlists and motivates followers to identify with the leader and to develop an affinity for collective goals and visions. Transformational leaders' impact on their followers was ascribed to their ability to nurture followers' needs, empower them, and give them a sense of mission toward ethical and broad objectives that exceed their own goals. These leadership abilities were described as linked to transformational leaders' tendency to articulate a clear vision, serve as a model, and provide attention and consideration to followers.

More specifically (Avolio et al., 1999) claimed that transformational leadership involves four main leadership behaviors: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation. Transformational leaders exert idealized influence by considering their followers' needs, acting according to the organization's values and serving as a model to be emulated. They provide intellectual stimulation by soliciting creative thinking, challenging followers, and stimulating them to question, reframe problems, and approach old situations in innovative ways. These leaders display individualized consideration by attending to individual needs and differences and by helping followers work toward higher levels of potential. Lastly, transformational leaders provide inspirational motivation by providing meaning and challenge, acting enthusiastically, and supporting team spirit (Avolio et al., 1999). Under a transformational leadership style, followers commit themselves to common purposes and are encouraged to challenge basic organizational or social assumptions. Despite extensive research on transformational leadership, limited studies have focused on its application within the unique socio-cultural context of Myanmar, particularly in the Yangon Region. This study addresses this gap by examining how transformational leadership styles influence teacher motivation in this specific set.

## 1.3 Research Questions

1. What are the levels of principal transformational leadership styles including idealized influence, inspirational motivation, intellectual stimulation and individualized consideration and teachers' motivation in Private Institutes at Yangon Region?
2. What are the factors of principal transformational leadership styles including idealized influence, inspirational motivation, intellectual stimulation and individualized consideration influence on the level of teachers' motivation

in Private Institutes at Yangon Region?

### 1.4 Research Objectives

1. To examine the levels of principal transformational leadership style including idealized influence, inspirational motivation, intellectual Stimulation and individualized consideration and teachers' motivation in Private Institutes at Yangon Region

2. To identify the factors of principal transformational leadership styles including idealized influence, inspirational motivation, intellectual stimulation and individualized consideration effect on the level of teachers' motivation in Private Institutes at Yangon Region

### 1.5 Significance of the Research

This research offers current principals' quantifiable evidence regarding the impact of transformational leadership practices on enhancing teachers' job motivation. The findings from this study also have significant implications for how principal prepare to meet the challenges of running a school and maintaining a positive school culture with teachers. Research on Principals' transformational leadership styles are associated with greater sense of autonomy by teachers in the workplace (Bogler, 2001). If principals can learn to engage in transformational leadership behaviors that provide teachers with a greater sense of autonomy and higher levels of motivation, then there may be positive outcomes for principals, teachers, and, most importantly, the students. Prior research has established that principals who adopt the transformational leadership style can motivate their teachers to ensure the higher academic achievement of students.

In education institutions, which are also affected by globalization, transformational leadership is significant, as it motivates teachers to keep up with the new practices in worldwide education. Latham (2012) touches on the significance of motivation in management. A great deal of importance has been given to motivation in especially modern management milieu, as it is fundamental to operate the organizations in the world of change (Simon, 1997). Motivation of teachers has been a globally alluring topic due to teachers' great potential to affect the teaching process, and accordingly the operation of education institutions.

This study also aims to inspect the relationship between transformational leadership and teachers' motivation. It is expected that the results of the current study will be fruitful for education leaders and teachers in that it will render implications about teachers' motivation. If the research finds the teachers respond positively to a specific aspect of transformational leadership, school principals and leaders can prioritize this aspect and create opportunities for teachers to get the support for their improvement. By

understanding the teachers' perceptions of transformational leadership styles, school leaders and administrators can provide teachers with the aspect they prefer and lead to increase work efficiency and effectiveness. Using the Multifactor Leadership Questionnaire, this study investigates the four dimensions of transformational leadership; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration on teacher motivation in some selected Private Institutes at Yangon Region, Myanmar. The result of this study can help school leaders and administrators to identify areas where improvement is required and lead to a more positive school environment which can have a positive impact on the motivation of teachers. The transformative leaders aim to create innovative employees who can work independently, think critically, and thus be of significant benefit to the Institutions.

## 2. Literature Review

### 2.1 Theories Related to the Variables

Transformational leadership emphasizes its followers to act beyond personal interests and prioritize organizational achievement (Avolio et al., 1999). The transformational leader is a leader who can motivate his subordinates to perform more than what they expected to do (Avolio et al., 1999).

Transformational leadership is a leadership approach that functions towards achieving effective change in the organization. In this leadership approach, more than a leadership approach based on the management, supervision, and coordination of the organization's internal environment, a leadership that encourages, facilitates, and innovates learning is needed (Celik, 2003). Principals' transformational leadership has been a focus on education for over a decade because of the crucial role it plays in influencing the performance of teachers and students.

School transformational leadership in this study refers to the principals' effort to motivate teachers in schools to enhance their ability in ensuring the goals of the organization are achieved. There are several dimensions of school transformational leadership model that incorporates some transformational leadership affects the teacher and practice. This includes the vision and mission of the school; intellectual stimulation; individual support; symbol, practice of professional value; engagement in decision making; teaching support; and monitor school activities (Leithwood & Jantzi, 2006).

Review by Othman and Wanlabe (2012) found that there was a positive relationship between transformational leadership styles with teacher motivation. Similar findings

were found in the Eyal and Roth (2011) study which stated that the leadership style of the school principals had a significant relationship with teacher motivation. Furthermore, transformational leadership has a positive contribution to the motivation and there was a positive relationship with intrinsic motivation. This is because the concept of transformational leadership encompasses the aspect of internal focus and emphasizes on the whole process, not just the result.

## 2.2 Transformational Leadership

According to Avolio et al. (1999), there are four dimensions of transformational leadership, namely, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The following section is the explanation of each factor.

### 2.2.1 Idealized Influence

Idealized influence, can develop employee performance by communicating collective purposes and values, demonstrating confidence and determination, and acting as charismatic role models (Yue et al., 2019). Idealized influence entails putting followers' needs first, being role models for followers, doing the right thing, demonstrating high moral standards, and avoiding the use of power either unnecessarily or for personal gain. The principal is an ideal figure that can serve as a role model for the teachers and employees, trusted, respected, and able to make the best decisions for the benefit of school. Idealizing the effect with the high enough ethical and moral standards while still developing and maintaining the trust between the leaders and followers as the foundation.

### 2.2.2 Inspirational Motivation

Inspirational motivation concerns the way to motivate employees. Inspirational motivation spread positivity towards employees to develop their performance at work (Jackson, 2020). Inspirational motivation entails designing a better future for the organization, and articulating how it can be attained, setting examples and high standards of performance to be followed, and exhibiting determination and confidence. The principal can motivate all of teachers and employees to commit for the vision of the organization and support the team spirit into achieving the educational goals of the school. The inspiration that fosters the motivation such as challenges in task and work. Inspirational motivation ways by which leaders motivate and inspire those around them including practices aimed at creating attractive visions of future states, elevating follower goals and inspiring enthusiasm and optimism. These practices provide the meaning and challenge to followers' work (Avolio et al., 1999).

### 2.2.3 Intellectual Stimulation

Intellectual stimulation used by leaders to develop employee capabilities of exploring and capture opportunities to develop performance. intellectual stimulation involves encouraging followers to be creative and innovative. Intellectual Stimulation develop employee's new perspective to think and make the decision on any problems, whether it is new or old (Afsar et al., 2019). The principal can foster the creativity and innovation among the teachers and staff by developing critical thinking and problem solving to make the school better. The intellectual stimulation with the aim of cultivating creativity, especially the creativity into solving the problems and achieving a great common goal. Intellectual Stimulation aimed at developing followers' capacities to higher levels, these practices stimulate effort to be innovative and creative. Assumptions are challenged and problems reframed, for example. Followers' new ideas are solicited, and creativity is encouraged.

### 2.2.4 Individualized Consideration

Individualized consideration is depicted by giving attention to the developmental needs of subordinates, supporting them, and coaching their development. Individualized consideration is all about how to understand and develop the employee's performance. The study reveals positive results about Individual Consideration and employee's performance. It is tough to maintain but for sustainable employee's performance it one of the important elements (Afsar et al., 2019). The principal can act as a trainers and advisors to the teachers and staff (Efendi, 2015). Neatness dressed, polite way to sit, how to talk, eat, drink and how to lead will be much noticed by the teachers and learners. The individual considerations by realizing that every follower has a unique presence and characteristics that also have impact on the differences in treatment when coaching, because in the essence every individual is needs self-actualization, self-esteem and fulfillment of various personal desires (Sallis, 2006). This approach in addition has a positive impact on the individual growth and the optimization of achievement results, will also has an impact on the formation of the next generation leadership. Individualized consideration pays close attention to each organizational members' needs and interests. Coaching and mentoring are common ways of helping followers elevate their personal potential.

## 2.3 Teacher Motivation

Motivation, which is one of the most important factors that affect the individual, from the simplest biological needs to complex human behavior, guides the individual's attitudes and behaviors, activates the individual and gives energy to the individual to act. On the other hand, the fact that educational organizations have great importance and the

fact that the employees who will give momentum to these organizations are teachers have raised the issue of teacher motivation.

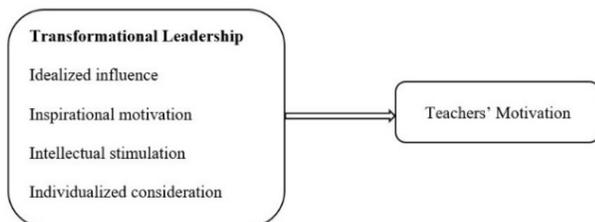
Teacher motivation is simply desire to teach and an individual's interpersonal style toward students when teaching (Gagne, 2014). Teachers' motivation is affected by many factors inside or outside the school. Teacher motivation includes the practices they employ to ensure students' determination which ultimately leads to their success (Collie et al., 2019). In diverse cultures, teacher motivation has been linked to teaching quality, teacher commitment, and engagement which tend to influence students' outcomes in the classroom (Klassen et al., 2011). To ensure teachers well-being and effective learning, there is a need to provide support (motivation) for teachers (Durksen et al., 2017). The Ministry of Education assesses teachers' performance by measuring their dedication and commitment (Seniwoliba, 2013). Teachers are vital figures in terms of their ability to motivate students for them to achieve academic success through their motivational strategies (Soenens et al., 2012).

Teacher motivation is regarded as one of the significant factors that influence students' interest in a particular subject (Keller et al., 2017). Studies have proved that teacher motivation is critical factor in teachers' commitment to their work and students' lessons at school (Davidson, 2007).

While numerous studies highlight the positive impact of transformational leadership on teacher motivation, some researchers argue that its effectiveness can vary significantly across different cultural contexts (Eyal & Roth, 2011). This study aims to explore these variations within the Yangon Region.

## 2.4 Conceptual Framework

Based on the literature review, the conceptual framework has been developed as shown in figure 1.



**Figure 1: Conceptual Framework of this study**

Figure 1 showed that the conceptual framework of this study. The conceptual framework is constructed for the study based on the research objectives and the literature review of the study. The independent variable is transformational leadership, which includes idealized

influence, inspirational motivation, intellectual Stimulation and individualized consideration. The dependent variable of this study is teachers' motivation.

## 3. Research Methods and Instruments

### 3.1 Research Design

A quantitative research design was used to investigate the relationship between principals' transformational leadership styles and teacher motivation. It uses survey approach in which questionnaires is used as research instrument. This study has two variables: independent variable and dependent variable. The dependent variable measured in this study is the level of motivation of teachers in Private Institutes at Yangon Region. Meanwhile the independent variable is the level of transformational leadership styles among principals in Private Institutes.

### 3.2 Population and Sample

#### 3.2.1 Population Characteristics

The target population consisted of teachers from Private Institutes in Yangon Region. The necessary characteristics required for the study include gender, age and education level.

#### 3.2.2 Sample Size

The study was conducted in Yangon Region, Myanmar. The sample size for this study is 36 teachers from 3 Private Institutes in Yangon Region. The sample size based on the number of teachers' who met the criteria of the study. All of the teachers who met the criteria were part of the study.

#### 3.2.3 Sampling Techniques

Convenience sampling technique was employed to select three institutes from Yangon Region. Thirty-six teachers who had spent at least one or two years at the institute as a professional teacher included in the study.

## 3.3 Research Instruments

The 5-level Likert scale ranging from 1 Strongly Disagree to 5 Strongly Agree questionnaire was employed as the research instrument to identify the factors of principal transformational leadership styles effect on the level of teachers' motivation in Private Institutes in Myanmar.

### 3.3.1 Questionnaire

The questionnaire items have 2 sections. The first section questions include the transformational leadership dimensions: Idealized influence (8 items) adapted by

Sharma and Singh (2017), Inspirational motivation (7 items) 4 items adapted by Ahmad et al. (2014) and 3 items adapted by Costache (2018), Intellectual stimulation (6 items) 3 items adapted by Evangelista (2014) and 3 items adapted by Costache (2018), Individualized consideration (7 items) 4 items adapted by Ogola (2017). and 3 items adapted by Costache (2018). There were 7 items are used to measure the teachers’ motivation. The second section is the questions on demographic information, which included gender, age and education level.

### 3.4 Data Collection Procedures

After obtaining informed content, the google survey questionnaires link was sent to the teachers from 3 institutes via e-mail and Viber application to access how they perceive their principal transformational leadership behaviors and their motivation as professional working in their institutes. A total of 45 survey questionnaires had been received; however, 36 responses of the questionnaires were valid to be used for data analysis.

## 4. Data Analysis and Results

### 4.1 Demographic Information

The demographic section comprised of three items such as gender, age and education level.

The demographic data of this study, which consists of 36 respondents: 30 females and 6 males representing 83.3% and 16.7% respectively of the total population. There were 5 teachers who were in the age group of 18-25 years old, which contributed to 13.9% of respondents. For the age groups 26-35, 36-45 and 46-60, there were 19 teachers which represented 52.8%, 9 teachers which represented 25.0% and 3 teachers which represented 8.3%. Teachers’ education level ranges from bachelor’s degree to Ph.D. The 18 respondents, which contributed to 50% of bachelor’s degree, while the 1 respondent (2.8%) of teachers hold Diploma, 6 respondents (16.7%) of teachers hold master’s degree and 11 teachers (30.6%) hold Ph.D. In summary, most of the teachers were female who are aged between 26-35 years, which contributed to 52.8% and earned bachelor’s degree which was at 50%. The majority of teachers earned bachelor’s degree in the current study.

**Table 1:** Demographic Information (n=36)

| Variables       | Category          | Frequency | Percentage |
|-----------------|-------------------|-----------|------------|
| Gender          | Male              | 6         | 16.7%      |
|                 | Female            | 30        | 83.3%      |
| Age             | 18-25 Years       | 5         | 13.9%      |
|                 | 26-35 Years       | 19        | 52.8%      |
|                 | 36-45 Years       | 9         | 25.0%      |
|                 | 46-60 Years       | 3         | 8.3%       |
| Education Level | Bachelor’s Degree | 18        | 50.0%      |
|                 | Diploma           | 1         | 2.8%       |
|                 | Master’s Degree   | 6         | 16.7%      |
|                 | Ph.D.             | 11        | 30.6%      |

### 4.2 Descriptive Statistics of Variables

In this section, the descriptive statistics for all independent variables—idealized influence, inspirational motivation, intellectual stimulation and individualized consideration, and dependent variable, which is teachers’ motivation were analyzed and reported the mean and standard deviation.

#### 4.2.1 Arbitrary Level of Questionnaire

In the study, the 5 Level Likert Scale questionnaire (Agreement) was employed to collect samples’ attitudes toward each variables measured. In order to interpret the data obtained, the following arbitrary level is utilized to interpret the mean value for each variable.

**Table 2:** Arbitrary Level for Interpretation of Questionnaire Data (Transformational Leadership and Teachers’ Motivation)

| Arbitrary Level | Interpretation    |
|-----------------|-------------------|
| 1.00 – 1.79     | Strongly Disagree |
| 1.80 – 2.59     | Disagree          |
| 2.60 – 3.39     | Neutral           |
| 3.40 – 4.19     | Agree             |
| 4.20 – 5.00     | Strongly Agree    |

(Pimentel, 2010)

#### 4.2.2 Descriptive Statistics of Variables

**Table 3:** Mean and Standard Deviation of Transformational Leadership and Teachers’ Motivation (n=36)

| Variables                    | Mean | S.D. | Interpretation |
|------------------------------|------|------|----------------|
| Idealized influence          | 4.16 | 0.49 | Agree          |
| Inspirational Motivation     | 4.09 | 0.58 | Agree          |
| Intellectual Stimulation     | 4.09 | 0.63 | Agree          |
| Individualized Consideration | 4.21 | 0.43 | Strongly Agree |

| Variables           | Mean | S.D. | Interpretation |
|---------------------|------|------|----------------|
| Teachers Motivation | 4.24 | 0.40 | Strongly Agree |

Table 3 shows the level of teachers' motivation towards idealized influence of principal's transformation leadership with the mean of 4.16, the mean score of inspirational motivation was 4.09, the intellectual stimulation's mean score was 4.09, while the individualized consideration had the mean score of 4.21 which indicated the strong agreement in all variables. Overall, the analysis results revealed that principal's transformational leadership and teachers' motivation level were in the strong level of agreement.

### 4.3 Hypotheses Testing

A multiple linear regression analysis was conducted to test if independent variables; four dimensions—idealized influence (II) and inspirational motivation (IM) together with intellectual stimulation (IS) and individualized consideration (IC) have a significant influence to teacher motivation.

The hypothesis of the research has been set as follows.

H<sub>0</sub>: Principal's transformational leadership styles (Idealized influence, Inspirational motivation, Intellectual Stimulation and Individualized consideration) does not influence teachers' motivation.

H<sub>a</sub>: Principal's transformational leadership styles (Idealized influence, Inspirational motivation, Intellectual Stimulation and Individualized consideration) influence teachers' motivation.

**Table 4:** ANOVA Omnibus tests

|                              | SS     | df | F     | p     | $\eta^2p$ |
|------------------------------|--------|----|-------|-------|-----------|
| Model                        | 3.4049 | 4  | 11.67 | <.001 | 0.601     |
| Idealized influence          | 0.1558 | 1  | 2.14  | 0.154 | 0.064     |
| Inspirational Motivation     | 0.0753 | 1  | 1.03  | 0.318 | 0.032     |
| Intellectual Stimulation     | 0.2049 | 1  | 2.81  | 0.104 | 0.083     |
| Individualized Consideration | 1.4637 | 1  | 20.07 | <.001 | 0.393     |
| Residuals                    | 2.2612 | 31 |       |       |           |
| Total                        | 5.6661 | 35 |       |       |           |

Table 4 showed the multiple linear regression model. It is showed that the linear combination of independent variables measures was statistically significant related to teachers' motivation  $F(4,35) = 11.67, p = <.001$ . The four variables combined relationship was .601 indicating that approximately 60.1% of the variance of teachers'

motivation can be accounted for by the linear combination of independent variables. The results was consistent with the previous research by (Eyal & Roth, 2011; Othman & Wanlabeh, 2012).

**Table 5:** Fixed Effects Parameter Estimates

| Names                        | $\beta$ | t     | p     |
|------------------------------|---------|-------|-------|
| (Intercept)                  | 0.000   | 94.24 | <.001 |
| Idealized influence          | -0.409  | -1.46 | 0.154 |
| Inspirational Motivation     | 0.177   | 1.02  | 0.318 |
| Intellectual Stimulation     | 0.370   | 1.68  | 0.104 |
| Individualized Consideration | 0.701   | 4.48  | <.001 |

Table 5 showed the relative strength of the independent variables on the dependent variable. One of the indices was statistically significant. The individualized consideration was accounted for 39.3% of the variance in the teacher's motivation and it was statistically significant at  $p <.001$  with the Beta value of .701.

The intellectual stimulation was the second strongest influence which was accounted for 8.3% of the variance in the teachers' motivation and it was not statistically significant at  $p = 0.104$  with the Beta value of .370.

Furthermore, the result also revealed that idealized influence ( $\beta = -0.409, p = 0.154$ ), inspirational motivation ( $\beta = 0.177, p = 0.318$ ) did not significantly influence teachers' motivation.

The formula for the model of the independent variables towards teachers' motivation is as follows.

$$\hat{Y} = (-0.409) \text{Idealized influence} + 0.177 \text{Inspirational motivation} + .370 \text{Intellectual stimulation} + .701 \text{Individualized consideration}$$

## 5. Discussion and Conclusions

### 5.1 Answers to the Research Questions

The findings of this study showed that the levels of principal's transformational leadership styles including idealized influence with the mean of 4.16, inspirational motivation with the mean of 4.09, intellectual stimulation with the mean of 4.09 were high and the individualized consideration had the mean score of 4.21 which indicated the very high level of agreement. This study also indicated that the motivation level of teachers working at Private Institutes, Yangon Region had the mean score of 4.24, which was considered as very high.

The aims of this study were to determine the motivation level of teachers working at Private Institutes and the levels

of principal transformational leadership styles according to the perceptions of teachers and to identify the factors of principal transformational leadership styles influence on the on the level of teachers' motivation in Private Institutes at Yangon Region.

Based on the results of present study, the individualized consideration was accounted for 39.3% of the variance in the teacher's motivation and it was statistically significant at  $p < .001$  with the Beta value of .701. This means that there was a factor of principals' transformational leadership influence on the level of teachers' motivation and a significant relationship between them. The results of this study supported the previous study reviewed by Othman and Wanlabeh (2012) found that there was a positive relationship between transformational leadership styles and teachers' motivation. Similar findings were found in the Eyal and Roth (2011) study which stated that the leadership style of the school principals had a significant relationship with teacher motivation.

## 5.2 Discussion

The objectives of this research were to examine the levels of principal transformational leadership style including idealized influence, inspirational motivation, intellectual Stimulation and individualized consideration and teachers' motivation in Private Institutes at Yangon Region and to identify the factors of principal transformational leadership styles effect on the level of teachers' motivation.

The study indicated that the agreement level of principals' transformational leadership styles and teachers' motivation were high and very high. This study found that a factor of transformational leadership: individualized consideration had a statistically significant influence on teachers' motivation.

Transformational leadership factor effect towards the level of teachers' motivation.

The Beta value of individualized consideration was .701, which indicated that using of individualized consideration is significantly influence by the principal transformational leadership on teachers' motivation. The study reveals positive results about individual consideration and teachers' job performance. It is tough to maintain but for sustainable employee's performance it one of the important elements (Afsar et al., 2019). The principal can act as a trainers and advisors to the teachers and staff (Efendi, 2015). In addition, this approach has a positive impact on the individual growth and the optimization of achievement results will also has an impact on the teachers working in Private Institutes at Yangon Region. Individualized consideration pays close attention to each organizational members' needs and interests. Coaching and mentoring are common ways of

helping followers elevate their personal potential. The finding of this study aligned with the study of Sallis (2006) which showed the individual considerations by realizing that every follower has a unique presence and characteristics that also have impact on the differences in treatment when coaching, because in the essence every individual is needs self-actualization, self-esteem and fulfillment of various personal desires.

## 5.3 Implications for Practice

The results of this study have implications for the current principals of institutes quantifiable evidence regarding the impact of transformational leadership practices on enhancing teachers' job motivation. This study also has significant implications for how principal prepare to meet the challenges of running a school and maintaining a positive school culture with teachers. Research on Principals' transformational leadership styles are associated with greater sense of autonomy by teachers in the workplace (Bogler, 2001). If principals can learn to engage in transformational leadership behaviors that provide teachers with a greater sense of autonomy and higher levels of motivation, then there may be positive outcomes for principals, teachers, and, most importantly, the students.

The result of this study can be applied to the aims of school leaders and administrators to identify areas where improvement is required and lead to a more positive school environment which can have a positive and significant impact on the motivation level of the teachers. The transformative leaders aim to create innovative employees who can work independently, think critically, and thus be of significant benefit to the Private Institutions.

## 5.4 Conclusion

In this study, a quantitative research design was used to investigate the relationship between principal's transformational leadership styles and teachers' motivation. It uses survey approach in which questionnaires is used as research instrument. The google survey questionnaires link was sent to the teachers from 3 institutes via E-mail and Viber application to access how they perceive their principal transformational leadership behaviors and their motivation as professional working in their institutes. A total of 45 survey questionnaires had been received; however, 36 responses of the questionnaires were valid to be used for data analysis. The study can be concluded that a factor of transformational leadership: individualized consideration influences the high level of teachers' motivation.

## 5.5 Recommendations for Future Research

### For Principals and Administrators

The principals and administrators of the Private institutes are recommended to understand the importance of transformational leadership and its effects on teachers' motivation that can lead to the effectiveness of Institutes. The administrators of private institutes should focus on the factors of transformational leadership that can influence the teachers' motivation by coaching, mentoring and helping them to elevate their personal potential. The teacher motivation is an important factor to ensure that the teachers do all they can, so that students receive the best academic outcomes and achievements in the institution overall performance. Accordingly, educational administrators must be patient, collaborative, understanding and encouraging.

### For Future Researchers

The current research focused only on one region of Myanmar, limiting its applicability to other regions. It would be more beneficial for the principals and administrators if the research could be extended to the private institutes in other regions of Myanmar. The purposive sampling was used to select 3 institutes in the Yangon Region. This means that the large simple size of the region made it possible to collect data from all the target population. Future researchers are recommended to carry out similar research in the Yangon region using many institutes which will help in the reliability, validity, and generalizing the findings obtained. Additionally, future researchers are encouraged to explore different leadership styles and their influence on the motivation level of teachers working in private institutes. This expended investigation would provide a more comprehensive understanding of the relationship between principal's leadership styles and teachers' motivation across various region in Myanmar.

## References

- Abdullah, A. R., Muhammad, M. Z., & Nasir, N. A. (2019). The role of soft skills within business students towards graduate employability. *Journal of Entrepreneurship and Business*, 7(2), 1-14.
- Ackah-Jnr, F. R. (2018). *System and school-level resources for transforming and optimizing inclusive education in early childhood settings: What Ghana can learn*. European Journal of Education Studies.
- Afsar, B., Shahjehan, A., Shah, S. I., & Wajid, A. (2019). The mediating role of transformational leadership in the relationship between cultural intelligence and employee voice behavior: A case of hotel employees. *International Journal of Intercultural Relations*, 69, 66-75.
- Ahmad, F., Abbas, T., Latif, S., & Rasheed, A. (2014). Impact of transformational leadership on employee motivation in telecommunication sector. *Journal of management policies and practices*, 2(2), 11-25.
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Reexamining the components of transformational and transactional leadership using the multifactor leadership questionnaire. *Journal of Occupational & Organizational Psychology*, 72(4), 441-62.
- Balyer, A., & Oezcan, K. (2012). Cultural Adaptation of Headmasters' Transformational Leadership Scale and a Study on Teachers' Perceptions. *Eurasian Journal of Educational Research*, 49, 103-128.
- Bello, S., Ibi, M. B., & Bukar, I. B. (2016). Principals' Administrative Styles and Students' Academic Performance in Taraba State Secondary Schools, Nigeria. *Journal of Education and Practice*, 7(18), 62-69.
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational administration quarterly*, 37(5), 662-683.
- Celik, V. (2003). *Eğitimsel liderlik (Educational Leadership)*. Page A Publishing.
- Cheng, Y. C., & Townsend, A. C. (2000). *Educational change and development in the Asia-Pacific region: Trends and issues*. Swets & Zeitlinger.
- Collie, R. J., Granziera, H., & Martin, A. J. (2019). Teachers' motivational approach: Links with students' basic psychological need frustration, maladaptive engagement, and academic outcomes. *Teaching and Teacher Education*, 86, 1-13. doi:10.1016/j.tate.2019.07.002
- Costache, A. (2018). Transformational leadership in Romania's education system: preliminary results. *Romanian Journal of Psychological Studies*, 6(2), 3-12.
- Davidson, E. (2007). The pivotal role of teacher motivation in tanzanian education. *The Educational Forum*, 71(2), 157-166.
- Durksen, T., Klassen, R., & Daniels, L. M. (2017). Motivation and collaboration: The keys to a developmental framework for teachers' professional learning. *Teaching and Teacher Education*, 67, 53-66. doi:10.1016/j.tate.2017.05.011
- Efendi, N. (2015). *Islamic Educational Leadership: Memahami Integrasi Konsep Kepemimpinan di Lembaga Pendidikan Islam*. Kalimedia.
- Eranil, A. K., & Özbilen, F. M. (2017). Relationship between School Principals' Ethical Leadership Behaviors and Positive Climate Practices. *Journal of Education and Learning*, 6(4), 100-112.
- Evangelista, A. B. (2014). *Domains of Leadership Behavior of Administrators as Determinants of Self-Efficacy of Faculty in Engineering and ICT Schools*. John Paul II

College of Davao.

- Eyal, O., & Roth, G. (2011). Principals' leadership and teachers' motivation: Self-determination theory analysis. *Journal of educational administration*, 49(3), 256-275.
- Gagne, M. (2014). *The Oxford handbook of work engagement, motivation, and self-determination theory*. Oxford University Press.
- Gilbar, C. R. (2015). *Principals' Leadership and Teacher Motivation*. the School Reform Era.
- Haj, S. J., & Jubran, A. M. (2016). The Extent of Principals' Application of the Transformational Leadership and Its Relationship to the Level of Job Satisfaction among Teachers of Galilee Region. *Journal of Education and Practice*, 7(11), 114-119.
- Hardman, B. K. (2011). *Teacher's Perception of their Principal's Leadership Style and the Effects on Student Achievement in Improving and non-improving schools*. University of South Florida.
- Jackson, C. J. (2020). Transformational leadership and gravitas: 2000 years of no development?. *Personality and individual differences*, 156, 109760.
- Keller, M. M., Neumann, K., & Fischer, H. E. (2017). The impact of physics teachers' pedagogical content knowledge and motivation on students' achievement and interest. *Journal of Research in Science Teaching*, 54(5), 586-614. doi:10.1002/tea.21378
- Kiboss, J. K., & Jemiryott, H. K. S. (2014). Relationship between principals' leadership styles and secondary school teachers' job satisfaction in Nandi South District, Kenya. *Journal of Education and Human Development*, 3(2), 493-509.
- Klassen, R. M., Al-Dhafri, S., Hannok, W., & Betts, S. M. (2011). Investigating pre-service teacher motivation across cultures using the Teachers'. *Teaching and Teacher Education*, 27(3), 579-588. doi:10.1016/j.tate.2010.10.012
- Latham, G. P. (2012). *Work motivation: History, theory, research, and practice* (2nd ed.). SAGE Publications.
- Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement*, 17(2), 201-227. <https://doi.org/10.1080/09243450600565829>
- LeTellier, J. P. (2006). *Quantum learning & instructional leadership in practice*. Corwin Press.
- Ogola, M. (2017). The influence of individualized consideration leadership behavior on employee performance in small and medium enterprises in Kenya. *International Journal of Business and Social Science*, 8(2), 1-11.
- Othman, A., & Wanlabeh, N. (2012). Teachers' perspectives on leadership practices and motivation in Islamic private schools, Southern Thailand. *Asian Education and Development Studies*, 1(3), 237-250.
- Pimentel, J. L. (2010). A note on the usage of Likert Scaling for research data analysis. *USM R&D Journal*, 18(2), 109-112.
- Sallis, E. (2006). *Total Quality Management in Education (Manajemen Mutu Pendidikan)*. IRCisod.
- Seniwoliba, A. J. (2013). Teacher motivation and job satisfaction in senior high schools in the Tamale metropolis of Ghana. *Merit Research Journal of Education and Review*, 1(9), 181-196.
- Sharma, R., & Singh, S. (2017). Transformational leadership style and self-efficacy among teaching professionals. *The International Journal of Indian Psychology*, 4(2), 86.
- Simon, H. (1997). *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organizations* (5th ed.). Macmillan Publishing.
- Soenens, B., Sierens, E., Vansteenkiste, M., Dochy, F., & Goossens, L. (2012). Psychologically controlling teaching: Examining outcomes, antecedents, and mediators. *Journal of Educational Psychology*, 104(1), 108-120. doi:10.1037/a0025742
- Wasserman, E., Ben-eli, S., Yehoshua, O., & Gal, R. (2016). Relationship between the principal's leadership style and teacher motivation. *International Journal of Learning, Teaching and Educational Research*, 15(10), 180-192.
- Yue, C. A., Men, L. R., & Ferguson, M. A. (2019). Bridging transformational leadership, transparent communication, and employee openness to change: The mediating role of trust. *Public relations review*, 45(3), 101779.
- Yukl, G. (1998). *Leadership in Organizations*. Prentice-Hall.

AU-eJIR